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ABSTRACT

This participant's manual for a teleconference on independent living for youth with disabilities provides an agenda for the teleconference, a list of trainers, and information for assisting students' transitions to adult life. It includes "Building Your Future: A Guide to Transition from School to Work and Community," a publication for students developed by the Central New York Transition Coordination Site. This publication contains information on transition planning, laws and regulations governing transition planning, student participation in the Individualized Education Program process, making informed decisions, vocational assessment in the transition process, the roles of students and parents in working with the school, advocacy, shopping for adult service agencies, funding the choices, social security administration benefits, guardianship, and due process and the Client Assistance Program. Ten transition planning areas are outlined, and a transition planning checklist is included. Guidelines on how to advocate are provided. Following the manual, an overview of the transition process is included for families, along with a student satisfaction

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questionnaire and parent satisfaction questionnaire on transition services. The publication closes with a transition planning self-assessment inventory and a list of 18 related resources. (CR)

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IL NET

an ILRU/NCIL National Training and Technical Assistance Project

Expanding the Power of the Independent Living Movement

ED 448 549

YOUTH FOCUS:

Planning for Transition

a National Teleconference

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Participant's Manual

September 14, 2000

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Youth Focus: Planning for Transition

Participant's Manual
Table of Contents

Agenda ..... *i*
About the Trainers ..... *ii*
List of Trainers and IL NET Staff ..... *iii*
About ILRU ..... *v*
About NCIL ..... *v*
About IL NET ..... *vi*

Transition, Building Your Future: A Guide to Transition from School to Work and Community 1

Transition: Overview for Families, Families Help Bridge The Gap From Student To Adult Life - Fact Sheet About Transition 35

Student Satisfaction Questionnaire 38

Parent Satisfaction Questionnaire 40

Transition Planning Self-Assessment Inventory 42

Resources 47

Youth Focus: Planning for Transition

AGENDA

September 14, 2000

- **Welcome and Overview**
  Purpose of teleconference
  Range of approaches to transition services and advocacy
- **Description of Three Programs**
- **Advocacy Approaches and Challenges for Working with the Transition Process**
  Questions and Answers
- **Strategies for Collaborating with Cooperative and Uncooperative Schools**
  Questions and Answers
- **Assisting Students in Feeling More Comfortable with the School Transition Meeting**
  Questions and Answers
- **Remaining Challenges and Recommendations for Implementing the Law**
  Questions and Answers
- **Wrap-Up**

ABOUT THE TRAINERS

Margaret Gallaway
Coordinator of Youth Services at the Resource Center for Independent Living (RCIL) in Utica, New York, has six years of professional hands-on experience working with students with a variety of disabilities. Ms. Gallaway is currently the Project Coordinator of the ILC/School Partnership grant where she is housed at two local high schools working with faculty, students, and parents in the area of transition planning. Ms. Gallaway has presented workshops on successful transition strategies for this population at state and national conferences. She also has assisted youth with disabilities in doing presentations at the International Youth Adult Institute, the Association of Independent Living Centers in New York and the Youth and Adults with Down Syndrome Conference. Ms. Gallaway was formerly a Technology Consultant at RCIL where she conducted assistive technology evaluations on behalf of individuals with a disability. Ms. Gallaway is a member of Cornell Cooperative Extension Youth Advisory Board, Oneida County Youth Advisory Board, Oneida County Transition Task Force, and the Oneida-Herkimer-Lewis Counties Joint Coalition.

Maureen Hollwell chairs the National Council on Independent Living IDEA Subcommittee. Working at the Endependence Center in Norfolk, Virginia, she advocates with students with disabilities for educational services and assists with community actions to change the educational system. She chairs the Virginia Statewide Independent Living Council and serves on the State Special Education Advisory Committee.

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ABOUT ILRU

The Independent Living Research Utilization (ILRU) Program was established in 1977 to serve as a national center for information, training, research, and technical assistance for independent living. In the mid-1980's, it began conducting management training programs for executive directors and middle managers of independent living centers in the U.S. Since 1985, it has operated the ILRU Research and Training Center on Independent Living at TIRR, conducting a comprehensive and coordinated set of research, training, and technical assistance projects focusing on leading issues facing the independent living field.

ILRU has developed an extensive set of resource materials on various aspects of independent living, including a comprehensive directory of programs providing independent living services in the U.S. and Canada.

ILRU is a program of TIRR, a nationally recognized, free-standing rehabilitation facility for persons with physical disabilities. TIRR is part of TIRR Systems, a not-for-profit corporation dedicated to providing a continuum of services to individuals with disabilities. Since 1959, TIRR has provided patient care, education, and research to promote the integration of people with physical and cognitive disabilities into all aspects of community living.

ABOUT NCIL

Founded in 1982, the National Council on Independent Living is a membership organization representing independent living centers and individuals with disabilities. NCIL has been instrumental in efforts to standardize requirements for consumer control in management and delivery of services provided through federally-funded independent living centers.

Until 1992, NCIL's efforts to foster consumer control and direction in independent living services through changes in federal legislation and regulations were coordinated through an extensive network and involvement of volunteers from independent living centers and other organizations around the country. Since 1992, NCIL has had a national office in Arlington, Virginia, just minutes by subway or car from the major centers of government in Washington, D.C. While NCIL continues to rely on the commitment and dedication of volunteers from around the country, the establishment of a national office with staff and other resources has strengthened its capacity to serve as the voice for independent living in matters of critical importance in eliminating discrimination and unequal treatment based on disability.

Today, NCIL is a strong voice for independent living in our nation's capital. With your participation, NCIL can deliver the message of independent living to even more people who are charged with the important responsibility of making laws and creating programs designed to assure equal rights for all.

ABOUT THE IL NET

This training program is sponsored by the IL NET, a collaborative project of the Independent Living Research Utilization (ILRU) of Houston and the National Council on Independent Living (NCIL).

The IL NET is a national training and technical assistance project working to strengthen the independent living movement by supporting Centers for Independent Living (CILs) and Statewide Independent Living Councils (SILCs).

IL NET activities include workshops, national teleconferences, technical assistance, on-line information, training materials, fact sheets, and other resource materials on operating, managing, and evaluating centers and SILCs.

The mission of the IL NET is to assist in building strong and effective CILs and SILCs which are led and staffed by people who practice the independent living philosophy.

The IL NET operates with these objectives:

- ➤ Assist CILs and SILCs in managing effective organizations by providing a continuum of information, training, and technical assistance.
- ➤ Assist CILs and SILCs to become strong community advocates/change agents by providing a continuum of information, training, and technical assistance.
- ➤ Assist CILs and SILCs to develop strong, consumer-responsive services by providing a continuum of information, training, and technical assistance.

Transition

Vocational and Educational Services for Individuals with Disabilities and Special Education

An internet publication of the New York State Office of Vocational and Educational Services for Individuals with Disabilities, New York State Education Department, Albany, New York

New York State VESID's transition materials may be accessed in their entirety at http://web.nysed.gov/vesid.
Excerpts reprinted here with permission of VESID's Transition Unit.

Building Your Future:
A Guide to Transition from
School to Work and Community

A guide for students developed by the
Central New York Transition Coordination Site
The Central Region Includes the Following Counties: Oswego, Cayuga, Onondaga, Cortland, Madison, Oneida, Herkimer, Fulton, Montgomery

Table of Contents

Editors, Readers, Planning and Writing Committee Participants

Foreword

Introduction To Transition
- Transition Planning
- Laws and Regulations Governing Transition Planning
- Participating in the IEP Process

Understanding the Basics of Transition
- Who's Who at the IEP meeting
- Making Informed Decisions
- Transition Time Line
- Ten Transition Planning Areas
- A Transition Planning Checklist

Developing a Transition Component Within the IEP
- Vocational Assessment in the Transition Process
- The Roles You and Your Parents/Guardians Play in Working with the School
- Define Your Transition Vision...Ask Yourself These Questions
- Advocacy - Speaking Up
- Guidelines on How to Advocate for Yourself

Shopping for Adult Service Agencies
- Questions to Ask
- Accessing Supports at College
- Case Management Services/Service Coordination
- Recreation and Health
- Residential Options
- Respite
- Exploring Work Experiences
- Day Habilitation
- Transportation

Funding Your Choices

Services Offered by VESID and CBVH
The VESID and CBVH Referral Process
Supports Available through OMH and OMRDD

A Look at Benefits

Social Security Administration Benefits
Guardianship

Knowing Your Rights

Due Process and Client Assistance Program (CAP)

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Foreword

Learn about the transition process early in your school career. The earlier you and your parents/guardians start to work with your school to address transition issues the better prepared you will be for living as an adult after graduation. Through the **Individualized Education Program (IEP)** you, your parents/guardians, and your school can develop a transition component to assist you in pursuing your interests.

There are several roles you and your parents may play in the development of the transition component of your **Individualized Education Program (IEP)**. Once you and your parents have considered your strengths and interests, you will be ready to participate in the transition process.

This document should be used in conjunction with several State publications. Some of these publications can be found at the VESID Website: http://www.nysed.gov/vesid/vesid.html. -Click on- "Publications". Additional information is available on this webpage, it can be accessed at your local library. Contact your regional Special Education Training and Resource Center (SETRC) office to get copies of these valuable State publications:

- Transition Services: A Planning and Implementation Guide
- Directory of Vocational Rehabilitation and Related Services Provided by New York State Agencies
- Access to VESID Vocational Rehabilitation Services for High School Students- Questions and Answers for Parents
- Access to VESID Vocational Rehabilitation Services for High School Students- Questions and Answers for Students.
- Field Memorandum, "Sample Individual Education Program and Guidance" August 1998

Transition Planning

According to New York State Regulations of the Commissioner of Education Part 200 [and the1997 Individuals with Disabilities Education Act - §300.29], transition services are defined as:

> "A coordinated set of activities for a student with a disability, designed within an outcome oriented process, that promotes movement from school to post-school activities, including, but

not limited to, post-secondary education, vocational training, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on the individual student's needs, taking into account student preferences and interest, and shall include needed activities in the following areas: (1) instruction; (2) related services; (3) community experiences: (4) the development of employment and other post-school adult living objectives; and (5) if appropriate, acquisition of daily living skills and functional vocational evaluation."

Transition planning is your opportunity to explore your interests and plan for life after graduation.

Transition planning gives you the opportunity to participate in a broad range of school and community based experiences. You can increase your strengths and interests by taking part in a wide variety of activities. Transition planning starts at age 14, or earlier if deemed appropriate.

Transition planning should focus on your dreams and build on your interests, preferences, and abilities. Through transition planning you should develop an IEP that will help you to acquire the skills necessary to become independent and take control of your life. The goal of transition planning is to give you the skills necessary to socialize, work, and learn in your community.

This information is useful in developing the transition component of your IEP:

- You and your parents/guardians have the right to be actively involved at all levels of transition planning
- Adult community service agencies can be involved with transition planning as appropriate to your future interests
- Know that your transition plan can address all aspects of your adult life-style choices
- An IEP contains a documented, step by step process for transition which is agreed upon by you and your parents/guardians
- Your IEP should provide you with experiences in the Least Restrictive Environment (LRE). (You should have access to the general education curriculum whenever it is appropriate)

Laws and Regulations Governing Transition Planning

Until age 14, your IEP focuses on the development of your academic skills. Beginning at age 14 and updated annually, the IEP must include a long-term adult outcome statement related to the student's individual needs, preferences and interests for adult employment, postsecondary education and community living. At age 14, Federal law and state regulations require that the IEP include a statement of the transition services needs of the student that focuses on the student's courses of study, such as advanced-placement courses or an occupational education program. By age 15, or earlier as deemed appropriate by the Committee on Special Education, the IEP must reflect the full array of transition service needs in instruction, related services, community experiences, development of employment and other postschool adult living objectives, including, as appropriate, acquisition of daily living skills and a functional vocational evaluation.

The law requires your IEP and its transition component contain the following:

- Transition services based on your individual needs
- Long term adult outcomes which reflect your employment, post-secondary education, and community living aspirations
- Coordinated set of activities- at age 14, only instruction, all other activities beginning at age 15
- Provision of services by participating agency if appropriate and if agency representative agrees
- Assistive technology provided as an accommodation (if needed)

Transition Tip:

If a student younger than age 14 is at risk of dropping out of school, or is in need of transition services, planning can begin earlier.
[8 NYCRR 200.4(c)(2)(vii) and (viii) and 1997 IDEA §300.347]

Participating in the Individualized Education Program (IEP) Process

The success of your IEP relies on your active participation. The law has formally recognized the central role of parents/guardians and students in the special education process.

Things to keep in mind when you and your parents/guardians participate

in the IEP process:

- Be fully informed about school programs and educational laws and rights.
- Maintain current information about your educational program and your progress.
- Communicate with your parents/guardians about your school and personal interests.
- Develop a partnership with your school to meet your goals.
- Be an active participant in the process.
- If you have questions, ask them.

Transition Tip:

You and your parents have the right to review your school records, files, and reports. [8 NYCRR 200.5 (a) (1) (iii) and 1997 IDEA §300.501, par. (a)]

Who's Who at the IEP Meeting?

The Committee on Special Education (CSE) will meet with you to decide your education program, including transition services. The following list highlights people most often involved in developing an IEP with a transition component.

- **You** - You should be invited to the IEP meeting.
- **Your parents/guardians** - Your parents or your legal guardian is a member of the Individual Education Program (IEP) team. Your parents/guardians can support you by becoming active participants during the development of the IEP as well as advocating for academic, community and career experiences you are interested in pursuing.
- **Other people invited by you or your parents** - You may invite others i.e., relatives, friends, etc. to be part of the IEP meeting. The people you invite may be helpful by presenting different information and providing support.
- **Committee on Special Education (CSE)** - The mandated members of the IEP team include a district representative who is qualified to provide or supervise the provision of specially designed instruction to meet your unique needs; is knowledgeable about the general curriculum; and knows about the resources available in your school. There also should be someone who can

explain to you the results of your evaluations, as they relate to instruction, this may be the school psychologist.

- **Teacher** - Your teachers (general education and special education teachers) attend all IEP meetings. Your teacher provides the CSE with first hand knowledge of your strengths, interests, and support needs.

- **Representatives from other agencies** - A representative from an agency can be given the opportunity to participate in the IEP process.

- **Other school personnel** - Other people who work with you while at school also may attend the IEP meeting i.e., speech, physical and occupational therapists, teaching assistants, job coaches, tutors, school nurses, administrators, guidance counselors, or other appropriates teachers.

Whenever transition services are discussed at Committee on Special Education (CSE) meetings, the school district must invite and encourage you and your parents/guardians to participate. You may also invite community agency representatives who provide transition services. It is important to have people involved who know you well. Your transition team will assist you in reaching your desired goals. When developing the IEP that includes transition, it is critical that everyone reaches consensus about the Long Term Adult Outcomes and services. [8 NYCRR 200.5 (a) (1) (iii) and 1997 IDEA §300.501 par. (b)]

Making Informed Decisions

The transition process involves a great deal of decision making. An informed choice can only be made when there is adequate knowledge and understanding of both the options and the consequences of the choice.

Choice making is a process. Generally, some combination of these steps can be followed when you are making an informed choice (Accreditation Council, 1992):

1) Identify the area of concern

2) Gather the information about the situation

3) Identify the options for potential action

4) Identify the consequences of potential action

5) Choose the preferred alternative

6) Act on the decision

7) Evaluate the results

Adapted from The Right To Choose, 1993

Transition Tip:

Know your options and research them thoroughly. A pre-planning meeting before your IEP meeting may be helpful.

Transition Time Line

From an individual student perspective, the following is a series of events that may need to be considered during the student's transition from school to adult life. All items will not be applicable to all students. The list is provided to serve as an optional planning tool.

COMPLETED?	ACTION	SUGGESTED AGE RANGE
	Administer initial vocational assessment	12
	Discuss the following curriculum areas at CSE or other planning Meetings: • Academic • Social • Language/communication • Occupational • Self-help skills • Self-advocacy skills • Extra curricular activities	12-15
	Develop and implement strategies to increase responsibilities and independence at home	12-15
	Complete periodic vocational evaluations	12-21
	Introduce and discuss transition services	13
	Notify parents/guardians transition services will be incorporated into the IEP beginning at age 14	13

	Assure copies of work-related documents are available: • Social Security Card • Birth Certificate • Obtain working papers	14-16
	Obtain parental consent so the appropriate adult agency representative can be involved	14-16
	Develop transition component of IEP, annually thereafter	14-21
	Discuss adult transition with CSE	13-21
	Consider summer employment/volunteer experience	15-20
	Explore community leisure activities	15-20
	Research possible independent living options and become familiar with referral processes	15-21
	Obtain personal ID card	16-18
	Obtain driver's training and license	16-18
	Develop transportation/mobility strategies such as: • Independent travel skills training • Public or para-transit transportation • Needs for travel attendant	16-21
	Investigate SSDI/SSI/PASS/Medicaid programs	16-18
	Consider guardianship or emancipation	16-18
	Develop and update employment plans	16-18
	Involve VESID/CBVH [Vocational Rehabilitation agencies], as appropriate, within two years of school exit	16-21
	Investigate post-school opportunities (further educational and/or vocational training, college, military, etc.)	16-18
	Attend to financial planning (wills, estates, trusts)	16-21
	Seek legal guardianship (if necessary)	18

	Apply for college and other educational training programs	17-21
	Register to vote	18
	Male students register for the draft (No exceptions)	18
	Review health insurance coverage inform insurance company of son's/daughter's disability and investigate rider of continued eligibility	18
	Apply for Medicaid	18-21
	Assess need for assistive technology for adult life	18-21
	Complete transition to employment, further education or training, and community living, and confirm arrangements for the following: 1. Post secondary/continuing education 2. Employment 3. Legal/Advocacy 4. Personal independence/Residential 5. Recreation/Leisure 6. Medical/Health 7. Counseling 8. Financial/Income 9. Transportation/Independent Travel Skills	18-21

Adapted from the New York State Transition Planning and Implementation Guide, 1994

Ten Transition Planning Areas

It is important to plan for your life after graduation. There are many options ranging from post-secondary education to employment. Your future success will depend on your planning and preparation. The following is a list of suggested areas to be considered when you begin transition planning.

1) Occupational/Vocational Education

Participation in occupational education programs can provide important experiences and specific vocational training. Include the following:

- Vocational assessment and training
- Academic skills
- Individualized curriculum to meet transition needs
- Five unit sequence to meet graduation requirements

2) Post Secondary/Continuing Education

Starting in junior high school, your **IEP** should include educational goals which prepare you for further education or vocational training. Include the following:

- Application assistance
- College fairs
- Financial aid
- Investigate PASS to save for post-secondary expenses
- Study skills
- Transportation
- Discussion of academic supports
- Assistance with contacting on-campus supports

3) Legal/Advocacy

Advocacy is speaking up for yourself and working with others to make systems work for you. You have the right to an opportunity for working, living, and socializing in the community. Learn to speak up for what you want and what you believe in. Include the following:

- Learning to advocate for yourself
- Understanding accommodations
- Understanding your rights
- Program accessibility

4) Transportation

The ability to "get around" is really important! Inability to use transportation, or the lack of accessible transportation can seriously limit your social and work opportunities. Include the following:

- Mobility training
- Transportation to work/school
- Investigate PASS plan to save for transportation
- Use of public transportation
- Driver evaluation/training

5) Financial/Income

Planning in advance is the best way to avoid difficulty at a latter time. The CSE may be able to provide information on how to get assistance in this area. Include the following:

- Money management/budgeting
- Supplemental Security Income (SSI)
- Social Security Disability Income (SSDI)
- Work incentives
- Wills/Trusts/Estates

6) Personal Independence/Residential

Independence is about self-determination. You can be independent while living with family or friends. You may even choose to live alone and have support staff to assist you. Include the following:

- Personal care
- Meal preparation
- Household chores
- Sexuality
- Identify living options
- Shopping
- Time management
- Banking skills
- Telephone skills
- Decision making skills

7) Medical/Health

Maintain good health so you can focus on life activities and goals you have set. Include the following:

- Medication
- Ongoing medical care
- Fitness and nutrition
- Insurance
- Medicaid/Medicare
- Management of personal assistance

8) Employment

It is important to consider all the work experiences you have had when selecting a career. Include the following:

- Competitive employment
- Enclave
- Job seeking skills
- Job coach
- Supported employment
- Sheltered work
- Employer support
- Volunteering

9) Recreation/Leisure

Everyone needs a break from work and school. Having fun is an important way to get mental and physical exercise. It is also a good way to meet people and to make new friends. Include the following:

- Community recreation activities
- Leisure time activities
- Special interest areas
- Explore hobbies

10) Other Support Needs

Be creative. Develop a resource list of supports that will help you. Include the following:

- Support groups
- Counseling
- Respite
- Social peer groups
- Case management
- Assistive technology

Transition Planning Checklist

Use this checklist as a guide to transition planning activities with your family.

Starting At Age 14

Are you an active participant in the development of the transition component of your IEP?

Are your efforts focused on learning practical skills that will help you reach your vocational and educational goals?

Are you working toward goals that allow you to live a lifestyle of your choice?

Have you contacted the local Job Training Partnership Act (JTPA) office and asked for help in locating a summer job?

Throughout Middle and High School

Are you attending a regular school with non-disabled students? If not, find out why.

Are you participating in the general education curriculum with non-disabled peers? If not, find out why.

Do you have equal use of all areas of the school and school programs including extracurricular activities?

Have you included vocational exploration/training and community-based experiences as a part of your IEP?

Are you interested in attending college? Are your academic courses college prep courses? Which colleges offer support to students with disabilities?

Do you participate in extracurricular school activities or social events in the community to develop interests?

Do you talk about the accommodations you need to succeed at school or work?

Have you learned how to use transportation?

Have you explored jobs that interest you? Introduce yourself to someone who has a job you might like. If possible, visit them on the job and watch them work.

Have you explored vocational and day programs, (e.g., supported employment, competitive employment, sheltered workshops, day treatment programs)?

Have you compared residential options? Find out about waiting lists.

Have you signed the consent form to allow the school district to send in applications?

Have you looked for the formal letter of referral from school to adult service agencies?

Have you applied for financial benefits? You have the right to have a formal decision made regarding your eligibility.

Are you interested in attending college? Have you applied for TAP and PELL?

Have you contacted other people who have disabilities to gain information about living independently and disability related support services?

Have you started to work with a school guidance counselor?

Do you practice social, community, personal, academic, and vocational skills in typical community places?

Transition Tip:

Use this checklist to determine which areas you want to include on your IEP. IEP goals can be changed based on new experiences, or more information. The CSE can change goals each year, or more often if necessary. [8 NYCRR 200.4 (e) (1) and 1997 IDEA §300.347]

Vocational Assessment in the Transition Process

After high school you may choose to go to college, attend a vocational training program, or go directly to work. It is difficult to choose which direction is best when you might not be sure of your interests, needs, or preferences. The CSE can assist you with identifying your strengths and abilities through a student-centered vocational assessment.

A vocational assessment involves the collection of information of your interests, skills, and any work experiences you've had. After a preliminary review of this information the CSE should recommend your participation in a vocational evaluation beginning at age 15. The vocational evaluation is a good way to highlight your strengths and interests as you work to build a career for yourself.

Transition Tip:
This process begins at age 12 with an informal assessment. You and your parents/guardians should be active participants in any vocational assessment.

The Roles You and Your Parents/Guardians Play in Working with the School

The earlier you and your parents/guardians start to work with your school to address transition issues, the better prepared you will be for living as an adult after graduation. For you and your parents to be effective, you must be knowledgeable about support services and options available in the community. You and your parents must understand the process within the school system, adult service agency, or college you choose to attend. Understanding these systems will help you to get the supports and services you will need. Through the Individualized Education Program (IEP) you, your parents/guardians, and your school can develop a transition component to assist you in pursuing your interests.

These are the roles you and your parents/guardians play:

Members of the Team - You and your parents/guardians are required by law to be invited as participants in the IEP planning process.

Providers of Information - You and your parents/guardians are the greatest resources of information about your past experiences and future dreams. You have personal information about family history, desired lifestyle, future goals, and independent living skills.

Sources of Values - You and your parents/guardians have goals and values that should be understood and supported by the professionals working with you.

Priority Setters - You and your parents/guardians should work closely with educators and adult service agencies to determine the options that will prepare you for life after graduation.

Advocates - As you move through the school system and into the community, you and your parents/guardians can become knowledgeable about the different service systems available in the community.

Risk Takers - Your road to independence will be bumpy at times. It is important to prepare for the challenges you will face in life and be ready to take risks. Each of these risks will maximize your learning experiences.

Adapted from Parents and Transition: A Self Teaching Workbook

Transition Tip:

Work with the school and outside agencies. The final decision is yours.

Define Your Transition Vision...

Ask Yourself These Questions

As you make plans for the future through the transition component of your Individual Education Program (IEP), it is important to ask questions about how you will reach your desired goals.

Ask these questions when beginning the formal transition process:

1. What is your greatest dream for yourself after graduating from high school?
2. What are your fears when you think about life after high school?
3. Do other people have dreams/fears different from yours?
4. What frequently gets in the way of doing things you want to with your life?

5. What supports or resources would help you to overcome the obstacles that prevent you from doing what you want?

6. How do you see your family involved in transition planning and in your adult life?

(Adapted from Cornell Guide on Transition)

List the activities you are doing to get ready for adult life at home, at school, and in the community.

HOME	SCHOOL	COMMUNITY

Transition Tip:

Be committed to your dreams and goals. The key to success is good planning.

Advocacy - Speaking Up

The success of your transition plan will depend on your ability to speak up for what you want. Learn to become a strong self-advocate. Take advantage of resources in your community such as your local Independent Living Center, Legal Aid office, and self-advocacy organizations.

There are many different kinds of advocacy:

Systems Advocacy - works towards changing laws, regulations and policies that affect people with disabilities at a local, state or national level. Students, parents/guardians, advocates and other interested citizens work together for these changes.

Self Advocacy - assists people in speaking up for themselves.

Legal Advocacy - obtains the legal rights guaranteed to persons with disabilities.

Educational Advocacy - assists in understanding and participating in the education system (for example, the Individual Education Program process).

Peer Support Groups - provide opportunities for people to get together to share information and experiences.

Parental Support/Advocacy - allows parents/guardians the opportunity to support each other in advocacy efforts by sharing their experiences as well as working toward common goals.

Transition Tip:

Speak up for yourself and ask for help if you need it.

Guidelines on How to Advocate for Yourself

If you are not sure how to begin to advocate for a service or support here are some guidelines for you to consider:

This process begins with you

Remembe: the process is about you. Don't be afraid to speak up and make yourself heard.

Take a team approach

Work cooperatively with the members of your transition team. Maximize the resources of each person and remember everyone has something to contribute.

Pick a problem

Advocacy begins by picking one issue which is important to you and your family. Be specific, think about what you need.

Break your problem into small, manageable pieces

Think big and start small. As you accomplish one phase of your plan you will gain confidence to move on to more difficult tasks in your overall plan. Soon the pieces will add up and your issue will be addressed in full.

Figure out who's who

Keep a list of names, addresses; phone numbers, and a description of what each person does.

Get the facts

Homework is the key to effective advocacy. Knowing the facts will help you make your point. The more you know, the more you can actively participate.

Know your rights

It is important for you and your parents/guardians to be prepared to advocate for your rights. Know your rights and use them to get the supports you need.

Be persistent

Don't give up. Persistence will pay off.

Questions to Ask...

When you graduate from high school, the school no longer has a legal responsibility to assist you in reaching desired outcomes. Unfortunately, no single adult service agency is responsible for coordinating services after your graduation. It is important to start transition planning early, both in and outside of the school. Asking questions will help to clarify the role of each person on the transition team and define which agencies will be involved in getting the services you want after graduation.

Philosophy Questions:

- Does the agency/school value people? What is their customer service policy? What is their mission?
- Does the agency/school work with people with different types of disabilities?
- Do the people in the agency treat you as an adult and value your input about decisions that affect your life?
- Do individuals with disabilities have a voice in deciding the agency's/school's direction? Are there people with disabilities on the Board of Directors?
- How does the agency/school determine what services you receive?
- Are services designed to meet your individual needs and interest?
- Are agency services based in the community or do they remain on site?
- Are services provided for as long as necessary, or indefinitely to ensure you will succeed?

Transition Specific Questions:

- What is the referral process? How soon does your agency/school need a referral for you?
- Is there a transition waiting list? How are people served from the waiting list?
- Will the agency/school work cooperatively with your teacher(s) to ensure a smooth transition?
- When/how will the agency/school become involved in assisting you with your post-graduation planning?
- What happens if you don't like the job/living situation you have when you leave high school? Can you change it?

Additional Questions:

- How available will they be to assist you with other areas of your life?
- Does the agency offer full-time work or job coaching? Does the school offer tutoring?
- Do they provide transportation, or assist in arranging transportation?
- Can you choose your own support people/tutors? Can you change if necessary?
- What records to they keep? Do you have access to your file?
- Will they provide you with references from other people who have used their services?
- What other types of support do they provide?
- Are they receptive to complaints?

Adapted from ENABLE Student Transition Guide 1995

Transition Tip:

You are a consumer. Shop around to find the services and supports which are best for you.

Accessing Supports at College

Questions to Ask...

Colleges and universities provide a wide range of supports and services to students with disabilities. Although services and supports exist, the way you access them is different from high school. As a college student, you are responsible for arranging your own supports in and out of the classroom. Consider your educational goals and support needs. Find a college that meets those criteria. You might not have access to the same supports in college that you did in high school.

Examples Of Services and Supports:

- Orientation to campus
- Assistance with registration
- Extended time for exams
- Books on tape/braille
- Note taking, tape recording class
- Interpreters
- Accessible parking
- Change of location for exams and classrooms if not accessible

Consider the types of academic and personal supports you need to be an effective learner.

College Name:
Contact Person:
Phone Number:

You might ask:

1. What academic support services are available?
2. Where will I live? Are academic buildings and dorms in compliance with the Americans with Disability Act (ADA)?
3. Is there a coordinator of services for students with disabilities?
4. What kind of experiences will I have outside the classroom?
5. Are professors available for help outside of lecture?
6. Are tutors available? Who will pay for that service?
7. Will I be assisted in finding a personal care attendant?
8. Are note takers available in classes?
9. Will I have access to academic and career counselors?
10. Are there other services/supports available to a student with your specific disability?
11. What are my responsibilities in making sure I get the supports I need?

Case Management Services

[Note: the language in this section can easily be changed from "case management" to "advocacy" or "independent living services" and "case manager" can be changed to "advocate" or "peer counselor."]

What is a Case Manager?

A case manager is a support person who assists you in choosing the services you need. A case manager typically has knowledge of the services in the community. You can use the services of a case manager to develop the supports necessary to pursue your personal goals and interests. You can find a case manager through many adult service agencies or through your local developmental disabilities service office.

A Case Manager May Help You and Your Family:

- Think about what services you would like and need
- Learn about the services, supports, and resources available in your community
- Develop a plan of action
- Contact agencies who provide services and supports which match your needs
- Coordinate your services and supports
- Monitor the quality of services you receive
- Advocate for services

Transition Tip:
Select a case manager early in the process so s/he can be a part of your transition team.

Recreation and Health

Your health, both physical and mental, is very important to your future independence and quality of life. Being healthy means keeping your body and mind functioning well so you can focus on life activities and goals that you have set. It means learning and using some skills to maintain your health. Like other issues in transition, staying healthy also involves some thought and planning for the future.

To stay healthy, think about health maintenance including nutrition, hygiene and exercise.

Your disability might require some individual planning for health maintenance, such as taking medications, preventing injuries, and keeping health records. Family members, school personnel, or peer counselors at an independent living center can help you plan for these needs.

Recreation gives us an opportunity to explore interests, meet new people and exercise. There are integrated activities, activities for people with and without disabilities, as well as adapted sports for people with disabilities.

Some examples of activities to consider for your leisure time include:

School related: After school activities, such as student council, special interest clubs, school newspaper, plays, chorus, sports

Community: Scouts, YMCA, YWCA, Boys/Girls Clubs, Campfire Girls, 4-H, bowling, skiing, swimming, Neighborhood Centers, horseback riding, parks and recreation programs

Transition Tip:

It is important to maintain good health so you can balance and enjoy work and fun throughout your life.

Residential Options

Moving On, Moving Out

Moving out is an exciting time in your life. It is also a time of uncertainty. You may be saying to yourself: "Where will I live? Will I be able to take care of myself or find people to help me?"

Residential services are provided by a variety of state, local, and not for profit agencies. The goal of residential services is to assist you in finding a home. Most providers of residential services have lengthy waiting lists. The waiting lists can be a year or more. You must apply long before you actually need to move out on your own.

Currently there is a trend toward individualized living arrangements. We all have individual needs and while some people choose to live in a group, others may choose to live independently with assistance. Be prepared to advocate for the services you want.

Some Residential Options:

Living Independently - Living in an apartment or a house on your own. Assistance may be provided as needed by an outside agency.

Supportive / Supervised Apartments - Living with up to three people in an apartment in the community. The level of staff support varies.

Group Homes - Living with up to 8 people in either a house or apartment in the community. Group homes are usually staffed 24 hours a day.

Family Care - Living with a family or a friend. Funded by state, local or private money.

Transition Tip:

Check out residential options early. The earlier you plan for living on your own the more options you will have available to you.

Respite

We all need a change sometimes from our usual work and living schedules to see people, go places, or just have fun. Respite services allow a person with a disability, and his or her family, to take a break from each other and their usual day-to-day life. Respite is a short-term arrangement. In addition to giving families a break, it may provide an opportunity for you to take advantage of regularly scheduled or new social activity. Several agencies provide different types of respite service in your community.

Three Types of Respite:

In Home - Involves a companion coming into your home to spend time with you and to provide you with needed assistance.

Out of Home - Involves your staying with another individual or family in their home.

Residential - Involves spending a night, weekend, or longer with another individual, family, or at a group home.

Transition Tip:

We all need a break from our daily routine, even from people we love and care about. Contact your County's Developmental Disability Service Office (DDSO) for assistance. [This may vary in other states.]

Exploring Work Experiences

Working In The Community

You may want to begin by contacting the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) or the Commission for the Blind and Visually

Handicapped (CBVH) [Vocational Rehabilitation Agencies' names vary from state to state]. Both state agencies provide some direct services and also pay other agencies to provide educational, vocational, and other related services.

It is important to get as much work experience as possible while you are in school. Ask for a number of work experiences to be included in your Individual Education Program (IEP). In community-based vocational training, middle and high school students leave the school grounds to learn to work in community work sites. At first, this might only amount to a few hours a week. As you approach graduation, this should expand to a large part of your school day.

The Following is a List of Employment Options:

Independent Employment - Finding and maintaining a job on your own. Advocacy and assistive technology may be provided as needed.

Supported Employment - Involves placement, training and support for individuals in paid positions. Ongoing job support is provided by an employment consultant. Individuals are matched with positions in the community where their skills and interests can be maximized.

Transitional Employment - Involves placement and time-limited training for individuals. The length of time during which support and training are provided ranges from very limited to approximately 250 hours of job coaching.

Enclaves/Mobile Work Crews - Involves a group of five to eight individuals working together supervised by an agency staff person. The goal is for individuals to develop work skills in an enclave setting and move onto more individualized work opportunities.

Sheltered Employment - Involves placement of individuals in a workshop that serves only other persons with disabilities. Jobs are often brought in from businesses in the community for completion in the workshop.

Transition Tip:

Work with your school and the appropriate outside agency to access available employment opportunities. When needed, obtain adaptive equipment and job modifications.

Day Habilitation Programs

Day habilitation is an alternative to work which includes a variety of services and activities. Currently services are provided in large group settings. Activities might include learning self-care, socialization, nursing services, speech, occupational and physical therapy. Unfortunately, day hab is often the only program available to individuals who are not given the opportunity to work. As more work opportunities become available, persons with disabilities will have greater freedom to make a real choice between work or participating in a day habilitation program. Ideally, everyone should have a chance to participate in the workplace.

Transition Tip:

You don't need to get ready to live and work in the community. We all learn by doing.

Transportation

Transportation plays a key role in community life. Transportation is essential to working, socializing and living in our society. Having accessible and affordable transportation options expands our opportunities.

Learn how to use public transportation. If you wish, you may include mobility and transportation training in your IEP. Learning how to get around safely in the community is an important step toward independence and becoming a member of your community. Transportation services vary; research your options in your local area/community.

Transition Tip:

Before choosing where you want to live or work, consider the availability of affordable and reliable transportation.

Services Offered by VESID and CBVH

[Vocational Rehabilitation Agencies' names vary from state to state]

Services provided through The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and The New York State Commission for the Blind and Visually Handicapped (CBVH) assist individuals with disabilities to prepare for, enter, engage in, and/or maintain employment. VESID and CBVH have a similar scope of services but differ in whom they serve, as explained below. If you will need help with a job or a career because of your disability, it is essential to connect and begin working with a counselor from one of these two New York State agencies during

your last two years of high school. The VESID or CBVH counselor can assist you in thinking about your choices for working in the future. Your counselor can also help you plan for the adapted equipment, college or specific job training that you will need in your future job or career. Services may include evaluations, vocational planning and counseling, career training and job placement, depending on what kind of help you will need to become employed after you graduate.

VESID assists people with disabilities to become employed. To be eligible for VESID services, you must have a physical, mental, emotional or learning disability that interferes with your ability to work and you must require vocational rehabilitation services in order to become employed. Vocational rehabilitation counselors typically begin working with you in your junior year of high school, although they are available to consult with you, your teachers and your family at any time to answer questions or provide information as needed. Once you are determined eligible you will meet a vocational rehabilitation counselor for to develop your individualized plan for employment (IPE). Vocational rehabilitation counselors should work with you and the CSE to ensure that the employment goals in the IPE and IEP are consistent. A variety of services may be available to help you become employed, including job placement, on-the-job training and financial assistance for equipment, college tuition or vocational training, depending on what help you need to become employed. Some services are provided without cost to you while others are dependent on family income.

CBVH serves children and adults with severe vision problems. The children's program provides consultation, advocacy, and referral services in the areas of education, transition planning, and community resources. CBVH has vocational rehabilitation counseling staff who are available to assist eligible, legally blind persons in achieving vocational goals. (Legal blindness is defined as a vision impairment where visual acuity is at 20/200 or less in the better eye with best correction, or if there is a restriction of the field of vision to an angle of 20 degrees or less.) You will be assigned a counselor who assists you selecting a vocational goal based on a thorough assessment of the your skills, aptitudes and interests, as well as the projected job market. A variety of services are available, including financial assistance for college, vocational and business school sponsorship, on-the-job training, and placement. Other services may be needed as well, including low vision/high technology aids, orientation and mobility instruction, daily living skills training, communication/Braille training, and diagnostic services. Each of these services is provided through the cooperative efforts of both public and private agencies. A student should be referred to CBVH when identified as, or suspected of being, legally blind.

The VESID and CBVH Referral Process

If you are expected to leave school within the next two years, your school is responsible for making the formal referral to VESID or CBVH. If you are considering working or attending post-secondary training after graduation, you may benefit from the services offered by VESID or CBVH.

Ask your school to make the referral to VESID or CBVH during the development of the transition component of your Individual Education Program (IEP). Your school refers you for services by completing a transmittal sheet and enclosing school records to help speed up the eligibility assessment and planning. They may also write a letter explaining why you would benefit from being connected to VESID or CBVH. The student or legal guardian must give written permission before your school can refer you for services.

The Individualized Plan for Employment (IPE) is a written plan of action outlining the employment outcome, criteria to evaluate progress and services to be provided. An IPE will be developed as soon as possible after a person is determined eligible for services. It reflects the individual's involvement in developing the plan, as well as an understanding of his or her rights and responsibilities under the program.

If the school has made no referral, you may apply directly for services from VESID or CBVH. If the referral is received while you are a student the IPE and IEP can be coordinated to work together for a smooth transition.

Transition Tip:

If you have been receiving services from CBVH, you should still request a formal referral to CBVH for vocational rehabilitation services.

Supports Available Through OMH and OMRDD

OMH: The Office Of Mental Health provides treatment, rehabilitation and support services to persons with mental illness within New York State. Services are provided at state-operated psychiatric centers as well as through voluntary not-for-profit provider agencies. The overall responsibility of The Office Of Mental Health is to assure all citizens in New York State have access to needed mental health services.

OMRDD: The Office of Mental Retardation and Developmental Disabilities is a resource for accessing many types of support. There are Rehabilitation Counselors on the Children's Team whose role is to provide service coordination. They also act as a conduit to CBVH/VESID as well as other adult service agencies. They can

possibly assist a family in gathering information to make informed choices. Call your local DDSO.

Transition Tip:

Adult services may be provided at your request. Services are not "guaranteed" once you leave school.

Social Security Administration Benefits

There are two benefits available through the Social Security Administration for persons with disabilities: Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI). Each benefit has specific eligibility requirements and specific application process.

Supplement Security Income (SSI) is a monthly payment for individuals with disabilities. In order to receive SSI, you must meet disability and financial eligibility requirements. SSI payments are available for children with disabilities if the parents/guardians meet income criteria. Once you turn 18 years old, your parent's/guardian's income is not included when determining eligibility. Individuals eligible for SSI are automatically eligible for Medicaid.

Social Security Disability Insurance (SSDI) is a monthly payment for individuals with disabilities. There are two ways one can receive SSDI benefits. If you worked for a number of years and paid into the social security system, you will receive SSDI if you acquire a disability and cannot work. Also, if one of your parents/guardians retires, dies or becomes disabled and cannot work, you can receive a monthly benefit.

Plan to Achieve Self Support (PASS) is a savings plan which an individual who receives SSI or SSDI can utilize for a specific purpose. It is a way to save money for a vocational goal. The money can be used in a variety of ways such as to purchase a van, go to college, or open a business without being penalized by the Social Security Administration for having too many resources. You must have a written plan detailing what you will be doing with the money and how much you plan to save each month. Social Security must approve this plan and will monitor it.

Impairment Related Work Expenses (IRWE) and **Blind Impaired Work Expenses (BIWE)** are work incentives provided through Social Security. The cost of certain impairment related items or services can be deducted from the amount your earned income which may increase your monthly SSI benefit or keep you eligible for SSDI.

Other related benefits:

Medicaid is a program which pays medical costs for those who apply and qualify. Medicaid may cover a variety of items. Medicaid may cover a variety of items with the proper justification, such as a prescription or letter of support.

Food Stamps/Public Assistance are programs that can assist eligible individuals with living expenses including food and rent.

Transition Tip:

If you need help filling out applications, Social Security can help you. Let them know what type of assistance you will need. Also, if you are denied benefits or access to a work incentive, you may appeal the decision.

Guardianship

In New York State, citizens reach legal adulthood at age 18. At age 18, some people may need the assistance of another trusted person to help make important legal, financial, and medical decisions. Our legal system has provided some different options in this matter. Your freedom and civil rights are very important, so if you have any concerns about legal action taken on your behalf, please talk to a lawyer. The following is a brief descriptions of your options.

Parents are automatically the legal guardians for their child until the child reaches age 18. In New York State, parents may petition for guardianship of a child with a developmental disability. When a child turns 18 years old, the parent is no longer the legal guardian unless they formally petition through Surrogate Court. For more information, families may call the Surrogate Court in their County.

Guardianship: A guardian is appointed through the court to assist an individual with life decisions and to monitor the person's quality of life. A guardian may be necessary to ensure that permission for certain matters, such as having a medical operation, may be given on your behalf. Guardianship should only be sought if you are not capable of making your own decisions.

Power of Attorney: A power of attorney is a written document giving one person the power to act as an "agent" for another person. To give power of attorney, you must be considered capable of understanding the document. You can revoke this document at any time.

Trust/Supplemental Needs Trust: A "trust" gives a person or corporation (called the "trustee") the right to manage or control property for the benefit of another person (called the "beneficiary"). A trust can be funded from resources from the

person with a disability, a parent or guardian or another concerned person. A parent or guardian may set up a trust to help provide for future financial security. One disadvantage of a trust set up in a student's name is it may limit the student's eligibility for SSI and/or Medicaid at age 18. However, a supplemental needs trust, when properly drafted and established, can provide for a person with a disability need supplemental to needs provided by SSI and/or Medicaid and maintain benefit eligibility. A trust does not limit the beneficiary's civil rights, personal freedom, or control over money and property not part of the trust.

Due Process

Due process is the mechanism, which protects your rights throughout the special education process. The following rights are included in the law to assure that you receive a free appropriate public education in the least restrictive environment:

1. Every parent must be informed of his/her rights and of any decisions that the school may make concerning his/her child.
2. Every parent must have the opportunity to participate in the decision making process regarding his/her child's education.
3. Every parent has the right to give, or withhold, consent before an initial evaluation of their child, before initial placement in special education, before placement in a twelve-month program, and before referral to adult services.
4. Every parent has the right to request an independent evaluation if they disagree with the school's evaluation. The district must pay for this evaluation unless the district initiates a hearing request.
5. Every parent has the right to file a complaint with the State Education Department. A written complaint should be sent to: [Check with your own state's education department to determine how to file a complaint.]

   New York State Education Department
   Office for Special Education Services
   OCP Room 1624
   Albany, New York 12234

6. Every parent has the right to special education mediation, where a parent and representative of the school district meet with an independent third party (mediator) that assists them in reaching an agreement.

7. If a parent does not agree with the district's decision regarding the identification, evaluation, educational placement, or the provision of a free appropriate public education in the least restrictive environment for his/her child; he/she may request in writing and impartial hearing. An impartial hearing officer is appointed to hear both parties and then he/she renders a decision based upon the facts and New York State regulations. If either party disagrees with that decision, it

can be appealed to the State Review Office.

Client Assistance Program

The Client Assistance Program (CAP) provides advocacy services for individuals who utilize VESID or CBVH [Vocational Rehabilitation] services. CAP assists people with disabilities who are unsatisfied or disagree with VESID or CBVH decisions in resolving differences. VESID or CBVH counselors are obligated to inform consumers that CAP services are available. [Check with your state's Vocational Rehabilitation Agency(ies) for contact information for your CAP services.]

Transition: Overview for Families

Families Help Bridge The Gap From Student To Adult Life - Fact Sheet About Transition

Transition Services
Legal Definition
How Do I Get Transition Services for My Child?
What Areas of Adult Living Should My Child Be Better Prepared For?
To Prepare For This Process, What Do Families Need To Think About?
What Are The Roles Of Parents Or Legal Guardians In Planning Transition Services?
Who Can I Ask For Further Information?

TRANSITION SERVICES

... help your child choose and plan for what he or she would like to do in the future, after leaving school.

... help your child learn the skills needed as an adult to be successful in living, learning and working in the community.

... are required to be provided by the school district to your child between the ages of 14 to 21 if he or she receives special education programs and services.

Legal Definition

The term `transition services' shall mean a *coordinated* set of *activities* for a student with a disability, designed within an *outcome-oriented* process, which promotes movement from school to *post-school activities*, including post-secondary education, vocational training, integrated competitive employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the *individual* student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. [8 NYCRR 200.1(rr) and 1997 IDEA §300.29]

How Do I Get Transition Services For My Child?

Before your child reaches age 14, the school district Committee on Special Education (CSE) is required to meet with you, your child and professionals from community agencies to discuss what skills and knowledge your child will need as an adult. This involves a discussion of your child's needs, preferences, and interests. Programs and services will be planned to prepare him or her to achieve adult life goals. The programs and services will become part of your child's Individualized Education Program (IEP). These will be reviewed and updated annually until your child completes school or reaches the age of 21.

What Areas Of Adult Living Should My Child Be Better Prepared For?

- Employment
- Housing
- Further education, such as college or job training
- Leisure, Recreation, and Social Activities
- Income and Money Management
- Maintaining Health Care
- Transportation.
- Self-Advocacy, Decision-Making and Problem Solving

To Prepare For This Planning Process, What Do Families Need To Think About?

- What are your child's adult life goals?
- What are your concerns about the future for your child?
- What knowledge can you share about your child's skills or experiences so the school and participating agencies will know your child better?
- What can your family do at home to encourage your child to think about the future, try new things, and grow in independence?
- What programs or services can the school provide to help your child develop skills and knowledge in preparation for adult life?
- What referrals can the school make to community programs to help your child prepare for adult life?

What Are The Roles Of Parents Or Legal Guardians In Planning Transition Services?

- Participate actively in the CSE meetings.
- Communicate with school and community agency staff who work with your child.
- Ask key questions at planning meetings, such as:
  - What are my child's choices?
  - Will my child be able to meet graduation requirements?
  - How will recommended classes and experiences develop my child's skills or knowledge for adult living, learning or working?
- Learn about adult services and resources, and suggest options you believe can help your child.
- Help your child outside of school to learn home skills, develop leisure or part-time work experiences in the community.
- Teach your child to accept personal responsibilities for being independent, and reinforce the ability to identify and express needs for appropriate help.

Who Can I Ask For Further Information?

Talk with your child's special education teacher or guidance counselor. Or, contact the regional Special Education Training and Resource Center, Transition Coordination Site, Early Childhood Direction Center or Independent Living Center near you. Contact information for these programs in your county is on the Family Information Network on Disabilities web page.

STUDENT SATISFACTION QUESTIONNAIRE

Student Name (or non-identifying number):_____ Date:_____

Person Completing Form:_____

School:_____

To be completed by a teacher/transition coordinator. Place a check by all transition activities in which the student has been involved:

_____ Vocational Evaluation/Assessment
_____ On-Campus Work Experience
_____ Community Service or Volunteer Work
_____ Job Shadowing
_____ Paid Community-Based Work Experience
_____ Occupational Education Courses
_____ School to Work Program
_____ Career Plan Model
_____ Transition Planning Meetings
_____ Regular Academic Classes
_____ Special Education Courses
_____ Specially Designed Instruction
_____ Employability Skills Classes
_____ Job Training Partnership Act Programs
_____ Other: _____

Student please answer the following questions about your transition program:

1. Do you feel the transition program is preparing you to get a job?

   Yes_____ No_____

2. Do you feel the coursework is relevant to your future goals?

   Yes_____ No_____

3. Do you feel the transition program is preparing you to live in the community?

   Yes_____ No_____

4. Do you feel the transition program is preparing you to use services in the community?

   Yes_____ No_____

5. Do you feel the transition program is preparing you for post-secondary education opportunities?

   Yes_____ No_____

6. Do you feel the vocational training in the transition program matches your abilities and interests?

   Yes_____ No_____

7. Do you feel you have an active role in planning for your future?

   Yes_____ No_____

8. What changes would you like to see in your present course of study? (Use back if needed.)

(Thanks for this model to the Shelby City School/Cleveland County Schools. Project TASSEL, 1992.)

Parent Satisfaction Questionnaire

Student:_____ **Date:**_____

Person completing form:_____ **Relationship to student:**_____

Place a check in the column that most closely describes your current feelings about your child's transition activities	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My child enjoys being involved in the transition activities.				
2. Since becoming involved in the transition activities, my child has shown positive changes.				
3. Since becoming involved in the transition activities my child has shown negative changes.				
4. I have been kept informed about my child's progress in the transition activities.				
5. I have had an opportunity to be involved in transition planning meetings.				
6. I have been kept informed about any problems that have occurred in various aspects of the transition program.				
7. My child communicates with me regularly about the people and activities related to the transition program.				
8. I think the amount of time my child spends in transition activities is adequate.				
9. I am familiar with the tasks my child does at the various vocational training sites.				
10. I think the transition activities are appropriate for my child.				
11. I think my child feels good about the vocational training activities in which my child has been involved.				

What changes would you suggest for your child's transition program)? (Use the back if needed)

What changes would you like to see in the future vocational training activities? (Use the back if needed)

(Thanks for this model to the Shelby City Schools/Cleveland County Schools, Project TASSEL, 1992)

TRANSITION PLANNING SELF-ASSESSMENT INVENTORY

Overview
Current Education Program
Vocational Needs
Further Education
Personal Management/Living Arrangements
Leisure and Recreation Needs
Financial
General

TRANSITION PLANNING SELF-ASSESSMENT

As the student, school and other agencies begin working together to prepare the student to enter the world of work, further education and community living, the following information can be useful in guiding the process. Students and families may wish to answer the questions separately first, then compare ideas and discuss them prior to coming to the IEP meeting. Sharing the completed questionnaire at the meeting with the members of the Committee on Special Education is one way to help them better understand your daughter's or son's plans and ideas for the future.

Today's date: _____ Person(s) completing this form:_____

I. Current Education Program

1. Does the student need testing accommodations to be able to truly exhibit knowledge and demonstrate skills?
2. What examinations will the student have to take to earn a diploma? When will they be given?
3. Is the student receiving credit in general education or special education classes?
4. How many credits are needed for a diploma?
5. Will the student need to stay in school beyond age 18 to receive a diploma?
6. What skills must the student develop to prepare to live, learn and work in the community as an adult?
7. How can I help prepare my child for future employment opportunities?
8. If the student does not earn a Regents or local diploma, what options are available to him or her?
9. In what areas does the student need instruction to develop independent living skills?
10. What living arrangements will the student require as an adult?
11. When transitions were made in the past, such as from one school to another, were problems encountered and, if so, what were they?
12. What other agencies currently provide services for the student or are expected to do so after graduation?
13. When will the student be taking the Preliminary Competency Tests, Regents

Competency Tests or Regents examinations?

II. Vocational Needs

1. After graduation from school, what career path would you like the student to follow:

__Competitive part-time employment

__Vocational school/training

__Competitive full-time employment

__Adult or continuing education

__Supported employment

__Two-year college

__Extended employment

__Four-year college

__Other

__Military

2. What kinds of jobs seem most interesting to the student?
3. What kinds of jobs does she or he most dislike?
4. What vocational training programs do you prefer for the student?
5. What are the jobs that you do not want the student to do? Why?
6. What medical concerns, if any, do you have about the student's vocational placement?
7. What skills does she or he need to reach career goals?
8. What vocational education classes would you like the student to enroll in?
9. What job do you foresee the student doing after school is completed?

III. Further Education

Please answer the following if the student is considering the idea of attending college, business school or trade school; if not, go to section IV.

1. What further education beyond high school would you like the student to obtain?

   __Business school

   __Two-year college study

   __Trade school

   __Four-year college study

   __Apprenticeship

   __Graduate study

   __Adult and continuing education

2. What are the career(s) that further education would prepare the student to enter, or does she or he need help to decide on a specific career?
3. What does the student like best about doing school assignments?
4. What does the student like least about doing school assignments?
5. What skills does she or he need to develop in order to be a good student?
6. What living arrangements do you foresee for the student going on to further education or training:

   ___ living at home and commuting?

   ___ living away from home in a dormitory?

   ___ other living arrangement?

7. What concerns do you have about the student's ability to commute to classes or live in a dormitory?
8. What kinds of help on campus will the student need to get the most out of classes?
9. What kinds of financial aid will you need to be able to pay for the training?

IV. Personal Management/Living Arrangements

1. What chores or responsibilities does the student presently have at home?
2. What other tasks would you like the student to be able to do at home?
3. After graduation from school, what do you think the student's living situation will be?

At home

Apartment with support

Independent apartment

Foster home

Group home

Other:_____

4. In which of the following independent living areas does she or he need instruction?

__Clothing care

__Consumer skills

__Meal preparation and nutrition

__Community awareness

__Hygiene/grooming

__Measurement

__Transportation/mobility skills

__Safety

__Parenting/child development

__Interpersonal skills

__Sex education

__Time management/organization

__Household management

__Self-advocacy

__Health/first aid

__Other:_____

V. Leisure and Recreation Needs

1. In what leisure or recreational activities does the student participate alone?
2. In what leisure or recreational activities does the student participate with family?
3. In what leisure or recreational activities does she or he participate with friends?
4. What are other leisure or recreational activities you would like the student to participate in?
5. In what leisure or recreational activities do you not want the student to participate? Why?
6. What classes or activities do you recommend for the student to participate in to develop more leisure interests and skills?

VI. Financial

1. As an adult, what financial support will the student have? Check all that apply.

__Earned income

__Unearned income

__Insurance

__General public assistance

__Food stamps

__Trust/will

__Supplemental security income

__Medicaid

__Other support

2. What financial needs do you think the student will have as an adult?

VII. General

1. When transitions have been made in the past, such as from one school to another, were problems encountered, and if so, what were they?
2. What other agencies currently provide services for the student or are expected to do so after graduation?
3. What would you like the school district to do to assist you in planning for the student's living, working and educational needs after completing high school?

RESOURCES

U.S. Office of Special Education: http://www.ed.gov/offices/OSERS/OSEP.

Center of Positive Behavioral Interventions and Support (PBIS)
About PBIS: The Center has been established by the Office of Special Education Programs to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices. 5262 University of Oregon--Eugene, OR 97403-5262--(541) 346-2505 phone (541) 346-5689 fax --Email: pbis@uoregon.edu --- Web: http://www.pbis.org

Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools -- Publication of the OSEP Center on Positive Behavioral Interventions and Supports. (1999). This Technical Assistance Guide was developed to provide educators, parents, policymakers, community agents, and others with guidance on: (a) Positive Behavioral Interventions and Supports (PBIS) and (b) Functional Behavioral Assessment (FBA). Although both concepts have a long history of research and application, they were introduced formally to the education mainstream in 1997 when amendments to the Education with Disabilities Education Act (IDEA'97) become law (P.L. 105-17). Although PBIS and FBA are associated specifically with IDEA 97, this technical assistance guide provides definitions and guidelines within the context of a full continuum of positive behavior support for all students, staff, parents, and school settings. 24 pps. http://www.pbis.org

Consortium for Appropriate Dispute Resolution in Special Education (CADRE) Direction Service P.O. Box 51360 Eugene, OR 97405-0906 T: (541) 686-5060 Fax: (541) 686-5063: CADRE, The National Center on Dispute Resolution, is funded by the United States Department of Education, Office of Special Education Programs. CADRE provides technical assistance to state departments of education on implementation of the mediation requirements under IDEA '97. CADRE also supports parents, educators and administrators to benefit from the full continuum of dispute resolution options that can prevent and resolve conflict and ultimately lead to informed partnerships that focus on results for children and youth.

Keys to Access: Encouraging the Use of Mediation by Families from Diverse Backgrounds– This document is a monograph intended to provide educators with guidance to help them understand why some families may not participate in mediation, and strategies for increasing the participation of families from diverse backgrounds. Keys to Access offers practical recommendations that school personnel can use to develop culturally appropriate dispute resolution systems. http://www.directionservice.org/cadre/ARTICLES?KEYS.HTM

Early Warning, Timely Response: A Guide to Safe Schools
This document was produced in collaboration with the National Association of School Psychologists in response to the President's call for the development of an early warning guide to help "adults reach out to troubled children quickly and effectively." This guide has been distributed to every district in the nation to help them identify children in need of intervention into potentially violent emotions and behaviors. 32 pp. Order No. ESN0004P. 1-877-4ED-PUBS, (http://www.ed.gov).

A Guide to the Individualized Education Program.
This guide explains the Individualized Education Program (IEP) process, which is considered to be one of the most critical elements to ensure effective teaching, learning, and better results for a children with disabilities. The guide is designed to help teachers, parents, and others -- in fact, anyone involved in the education of a child with a disability -- develop and carry out an IEP. The information in this guide is based on what is required by our nation's special education law -- the Individuals with Disabilities Education Act (IDEA 36 pps.)
Available through EDPUBS. http://www.ed.gov/offices/OSERS/OSEP/index.html

IDEA 1997: Implications of the Transition Requirements (January 2000)
This six-page Policy Update presents the regulatory language and describes some of the potential implications of sections of the IDEA regulations pertaining to the transition of students from school to adult life in the following nine areas: 1) purpose; 2) definitions; 3) free appropriate public education; 4) student notification and participation; 5) parent notification and participation; 6) agency notification and participation; 7) content of the IEP; 8) agency responsibilities; and 9) transfer of parental rights. --http://ici2.coled.umn.edu/ntn/pub/default.html#Policy

IDEA'97 Partnerships Projects: *Discover IDEA CD '99*
This CD provides information on the Individuals with Disabilities Education Act of 1997 to educators, related service providers, parents, advocates, administrators and policymakers who strive for quality education for all children. Contents include the Statue in entirety (PL 105-17), complete Final Regulations and analysis of comments taken verbatim from the Federal Register of 3/12/99. Also included are supporting materials developed by the Office of Special Education Programs, U.S. Department of Education (topical briefs on critical issues and presentation slides for use in training) and other resource materials.
Available through the ASPIIR.E or ILIAD IDEA Partnership Project at The Council for Exceptional Children. To order call: Toll Free: 1(877) CEC-IDEA. TDD: (703) 264-9480; $7.95 each, plus shipping and handling. Bundle pack (10 CDs) for $63.60.

Meeting the Needs of Youth with Disabilities: Handbook on Supplemental Security Income Work Incentives and Transition Students. The Study Group, Inc., SSI Work Incentives and Transitioning Youth, and National Transition Network. The National Transition Network, Institute on Community Integration (UAP) -- University of Minnesota, *103 U-Tech Center –1313 Fifth Street SE, Minneapolis, MN 55414, 612-627-4008 (voice), 612-627-1998 (fax).* October 1998.

National Center on Educational Outcomes (NCEO)
The National Center on Educational Outcomes provides national leadership in the participation of students with disabilities and limited English proficient students in national and state assessments, standards-setting efforts, and graduation requirements. NCEO-University of Minnesota -350 Elliott Hall -75 East River Road - Minneapolis, MN 55455. Phone: 612/624-8561 -Fax: 612/624-0879 http://www.coled.umn.edu/nceo.

Synthesis Report 32: Gray Areas of Assessment Systems – Education policymakers have considered the challenge of students who do not fit into an assessment system as one of "gray area students." This paper clarifies what is meant by "gray areas of assessment" systems, delineates the primary issues that surround and contribute to gray areas, and provides suggestions for developing fully inclusive systems. http://www.coled.umn.edu/nceo.

National Information Center for Children and Youth with Disabilities (NICHCY)
NICHCY is an Office of Special Education Programs-sponsored national information and referral center that provides information on disabilities and disability-related issues for families, educators, and other professionals. Its special focus is children and youth (birth to age 22). PO Box 1492, Washington, DC 20013-1492. 1-800-695-0285 (V/TTY), (202) 882-8200 (V/TTY), Email: nichcy@aed.org www.nichcy.org
All NICHCY publications are available on line in text-only and PDF formats.

National Transition Network OSERS-funded Products
About NTN: The National Transition Network provides technical assistance and evaluation services to states with grants for Transition Systems Change and School-to-Work.
The National Transition Network, Institute on Community Integration (UAP) -- University of Minnesota, 103 U-Tech Center --1313 Fifth Street SE, Minneapolis, MN 55414, 612-627-4008 (voice), 612-627-1998 (fax). http://ici2.coled.umn.edu/ntn/

Safeguarding Our Children: An Action Guide
This action guide is to help schools and other local and state entities to implement Early Warning, Timely Response: A Guide to Safe Schools. The information in this guide supports and offers guidance to those working to implement the recommendations for creating safer and more effective schools outlined in the initial publication. 1-877-4ED-PUBS, (http://www.ed.gov).

Twenty-first Annual Report to Congress
Each year, OSEP prepares *its Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act.* This Report provides an annual overview and statistical information on the status of individuals with disabilities in the education system.
Available through EDPUBS. http://www.ed.gov/offices/OSERS/OSEP/

ADDITIONAL RESOURCES

Career Zone
www.nycareerzone.org
provides tools to use in career exploration, resume writing and job searching.

Exploring College Planning Resources
wings.buffalo.edu/ot/cat/transition/colleges.html
gives tips for prospective students with disabilities

Improving Education: The Promise of Inclusive Schooling
booklet published by the National Institute for Urban School Improvement, 1380 Lawrence Street, 6th Floor, Denver, CO 80204; 303-556-3990 (V), 800-659-2656 (TTY); URL: www.edc.org/urban

Occupational Outlook Handbook, 2000-01 Edition
stats.bls.gov/ocohome.htm

Transition Planning for Success in Adult Life
a resource sheet from the "Our Resources, Parent Series," published by Utah Assistive Technology Program, 6588 Old Main Hill, Logan, UT 84322; 435-797-3824 (V), 435-797-1981 (TTY); www.uatp.usu.edu

IL NET Presents
Youth Focus: Planning for Transition
September 14, 2000

ALASKA

Hope Community Resources, Inc.
540 W. Int'l Airport Rd.
Suite 100
Anchorage, AK 99518
Site Coordinator: ***Mike Renfro***
Number of Participants: 5
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TTY:
Fax: 907-564-9493

ARIZONA

Arizona Bridge to Independent Living
1229 E. Washington
Phoenix, AZ 85034
Site Coordinator: ***Donna Redford***
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TTY: 602-256-2245
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ARIZONA

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direct@azstartnet.com

CALIFORNIA

Center for Independent Living
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Berkeley, CA 94704
Site Coordinator: ***Gerald Baptiste***
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CALFORNIA

Independent Living Resource
3200 Clayton Road
Concord, CA 94519
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Fax: 925-363-7296
joanne@ilrccc.org

CALFORNIA

Disability Link
755 Commerce Drive
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Site Coordinator: ***Tony Boatright***
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IL NET Presents

Youth Focus: Planning for Transition

September 14, 2000

CALFORNIA

DRAIL
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TTY: 209-521-1425
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www.drail.org

CALFORNIA

Community Access Center
4960 Arlington Avenue
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Riverside, CA 92504
Site Coordinator: ***Lucille Walls***
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COLORADO

Center for Independence
1600 Ute Avenue
Suite 100
Grand Junction, CO 81501
Site Coordinator: ***Nancy Conklin***
Number of Participants: 6
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TTY: 970-241-0315
Fax: 970-241-3341
ofi@gj.net

DISTRICT OF COLUMBIA

DC Center for Independent Living
1400 Florida Avenue NE
Washington, DC 20002
Site Coordinator: ***Sabrina-Marie Wilson***
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Fax: 202-398-0318

DELEWARE

Independent Resources Inc.
32 West Loockerman Street
Suite 102
Dover, DE 19904
Site Coordinator: ***Linda Williams***
Number of Participants: 10
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TTY: 302-735-5629
Fax: 302-735-5623

FLORIDA

Center for Independent Living of Jacksonville
2709 Art Museum Drive
Jacksonville, FL 32207
Site Coordinator: ***Andrea Williamson***
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IL NET Presents
Youth Focus: Planning for Transition
September 14, 2000

FLORIDA

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c.lnwf.org

FLORIDA

Caring & Sharing CIL, Inc.
1130 94th Avenue, North
St. Petersburg, FL 33702
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FLORIDA

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ILLINOIS

IMPACT, Inc.
2735 E. Broadway
Alton, IL 62002
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Fax: 618-474-5309

ILLINOIS

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Youth Focus: Planning for Transition
September 14, 2000

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ILLINOIS

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Fax: 847-949-4445

KANSAS

LINK, Inc.
2401 East 13th
Hayes, KS 67601
Site Coordinator: ***Angel Hagen***
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KANSAS

Independence Inc.
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TTY: 785-841-1046
Fax: 785-841-1094
independenceinc.org

LOUISIANA

New Horizons Independent Living Center
6670 St. Vincent Avenue
Shreveport, LA 71106
Site Coordinator: ***Kevin Nale***
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TTY: 318-865-1000
Fax: 318-865-1094
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MASSACHUSETTS

Center for Living and Working
67 Millbrook Street
Worcester, MA 01608
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TTY:
Fax: 508-363-1254

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Youth Focus: Planning for Transition
September 14, 2000

MARYLAND

RAMP
202 Market Street
Rockford, MD 61107
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Fax: 815-968-7612

MINNESOTA

SMILES
709 South Front
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Site Coordinator: ***Alan Augustin***
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Fax: 507-345-8429
aasmiles@mctchet.net

MISSOURI

The Whole Person, Inc.
301 East Armour Boulevard
Suite 430
Kansas City, MO 64111
Site Coordinator: ***Jonathan Lyle***
Number of Participants:
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TTY:
Fax: 816-753-8163

NORTH DAKOTA

Independence, Inc.
900 North Broadway
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Minot, ND 58703
Site Coordinator: ***Sandy Johnson***
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TTY: 701-839-6561
Fax: 701-838-1677
life@nimot.ndak.net

NEW YORK

Self Initiated Living Options
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Holtsville, NY 11742
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TTY: 631-654-8076
Fax: 631-654-8077
suffolkilc1@aol.com

NEW YORK

Taconic Resources For Independence, Inc.
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Suite 214
Poughkeepsie, NY 12601
Site Coordinator: ***Cynthia Burchfield***
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TTY: 914-485-8110
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tristaff@idsi.net

IL NET Presents
Youth Focus: Planning for Transition
September 14, 2000

OHIO

The Center for Independent Living Options
632 Vine Street
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OHIO

MOBILE-CIL
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Columbus, OH 43206
Site Coordinator: ***Kimberly Harper***
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rkharper@ee.net

OKLAHOMA

Ability Resources
823 S. Detroit
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Tulsa, OK 74120
Site Coordinator: ***Carla Lawson***
Number of Participants: 8
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PENNSLYVANIA

CIL of South Central PA
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Site Coordinator: ***Howard Ermin Jr.***
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TTY: 814-949-1905
Fax: 814-949-1909
cilscpa@penn.com

PENNSLYVANIA

Liberty Resources Inc.
1341 North Delaware Avenue
Suite 105
Philadelphia, PA 19125
Site Coordinator: ***Deborah Russell***
Number of Participants: 15
Voice: 215-634-2000x255
TTY: 215-634-6630
Fax: 215-634-6628
debbierullell@ex. libertyresources.org

PENNSLYVANIA

Tri-County Patriots for Independent Living
69 East Beau Street
Washington, PA 15301
Site Coordinator: ***Michelle Brozinski***
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Youth Focus: Planning for Transition
September 14, 2000

PUERTO RICO

MAVI
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Site Coordinator: ***Martha McGinnis***
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TTY: 804-528-4972
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www.homestead.com/lynchburgcenter/lynchburg CIL.html

VIRGINIA

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IL NET Presents

Youth Focus: Planning for Transition

September 14, 2000

Do-It-Yourself Kit

A Do-It-Yourself Kit of the **IL NET National Teleconference held on September 14, 2000** is available. If you would like a Kit, please fill out the order form below.

Please Print or Type

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Please mail order form and payment to :
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1916 Wilson Blvd., Suite 209
Arlington, VA 22201
Attention: Kristy Langbehn

IL NET Presents

Youth Focus: Planning for Transition

September 14, 2000

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National Council on Independent Living
1916 Wilson Blvd., Suite 209
Arlington, VA 22201
Attention: Kristy Langbehn

IL NET TRAINING PROJECT

Teleconference:

Youth Focus: Planning for Transition

Training Evaluation Form

In an effort to continue providing the most effective training, please take a few minutes to evaluate this session. Your feedback is important to the project. Thank you.

On a scale from 1 (the lowest rating) to 4 (the highest rating), please rate the performance of the **appropriate trainer**.

1. The trainers' level on knowledge of Transition?

Margaret Gallaway	1 (Low)	2	3	4 (High)
Maureen Hollowell	1 (Low)	2	3	4 (High)
Krista Mortenson	1 (Low)	2	3	4 (High)

2. Please rate the trainers' ability to hold your interest.

Margaret Gallaway	1 (Low)	2	3	4 (High)
Maureen Hollowell	1 (Low)	2	3	4 (High)
Krista Mortenson	1 (Low)	2	3	4 (High)

3. How effective, prepared, and organized were the trainers?

Margaret Gallaway	1 (Low)	2	3	4 (High)
Maureen Hollowell	1 (Low)	2	3	4 (High)
Krista Mortenson	1 (Low)	2	3	4 (High)

4. How helpful were the materials in conjunction with the training?

1 (Low) 2 3 4 (High)

5. Was the program content well organized and up-to-date?

1 (Low) 2 3 4 (High)

6. Please rate the degree to which your objectives were met.

1 (Low) 2 3 4 (High)

7. Was sufficient opportunity provided to address your questions and concerns?

1 (Low) 2 3 4 (High)

8. Please rate the training overall.

1 (Low) 2 3 4 (High)

9. Was the audio connection at your site clear and without technical problems?

1 (Low) 2 3 4 (High)

10. What did you like most about this Teleconference?

11. What, if anything, would you change for future Teleconferences?

12. What would you like to see NCIL do as an on-site training?

13. What would you like to see NCIL do as a teleconference?